DOCUMENT RESUME

ED 266 234 UD 024 744

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TITLE Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
PUB DATE Jan 85
NOTE 67p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; *Academic Aspiration; *Black Students; Elementary Secondary Education; *Racial Discrimination; Racial Identification; Self Concept; Social Bias; Social Environment; *Socialization; Social Status; *Student Attitudes
IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

This report uses motivation theory, social and cognitive development theory, and a construct, Definition of Reality (DOR), to explain why the black students of the District of Columbia Public Schools (DCPS) do less well on the Comprehensive Tests of Basic Skills as they progress from elementary school into high school. The report is divided into 8 chapters. Chapter 1 describes the study's purpose, background, and hypotheses, and Chapter 2 discusses its theoretical basis. Chapters 3 through 7 discuss social and cognitive development and the resulting DOR at progressive stages in school. Chapter 8 presents general conclusions. Major findings, it is said, are: (1) As black children mature, they begin to experience and discern the many culturally imposed hostilities of American society. This process engenders a DOR that encourages them to believe they will continue to be powerless, low caste, and discriminated against by white society. (2) By early adolescence, many blacks have learned to adapt to their DOR by giving less time and energy to schoolwork. They believe that academic achievement will neither change their economically subjugated position nor provide them with the benefits that come to high-achieving white children. (3) The declining test scores in the DCPS present a clear profile of lessening motivation as students adapt to the imposed DOR. Improving black academic achievement motivation, it is argued, will depend heavily on initiatives which take place outside of schools: integration and compensatory programs, in themselves, cannot significantly alter the black child's perception of the racial biases of the outside community. (KH)

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EXPLAINING THE PROGRESSIVELY DECREASING SCORES ON COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) OF THE SCHOOL CHILDREN OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS AS THEY PROGRESS FROM ELEMENTARY SCHOOL INTO HIGH SCHOOL

Christopher C. Bell, Jr.

District of Columbia Public Schools

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ABSTRACT

EXPLAINING THE PROGRESSIVELY DECREASING SCORES ON COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) OF THE SCHOOL CHILDREN OF THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS AS THEY PROGRESS FROM ELEMENTARY SCHOOL INTO HIGH SCHOOL

CHRISTOPHER C. BELL, JR.

This paper cites and correlates the research of several scholars to explain why the predominantly Black student population of the District of Columbia Public Schools (DCPS) does less well on the Comprehensive Tests of Basic Skills (CTBS) as students progress from elementary school into high school. Motivation, cognitive and social development theory, and a construct, Definition of Reality (DOR) are used to show:

a. That as Black children mature socially and cognitively and begin to experience and discern the many culturally imposed hostilities (discriminations, caste-like limitations, racial denigrations, etc.) of the American society, their experiencing and discernment engender and foster perceptions

(Definitions of Reality) that: their lot will continue to be powerless and low caste with continuing discriminations and mistreatments at the hands of the dominant (white) society;

b. That by early adolescence many Black children have learned to adapt to their Definitions of Reality (DOR) regarding their powerlessness, their low caste status, and their sense of continued discrimination and racial denigration at the hands of the dominant society by giving less time and energy to their school work (a lessening of academic achievement motivation) because they perceive that academic achievement will not change their low caste, economic subjugated positions nor provide them with the same benefits that would come to white students who do well in school.

c. That in the DCPS, the progressively decreasing scores on the CTBS present a clear profile of the lessening academic achievement motivation of many students as they adapt to Definitions of Reality (DOR) engendered by culturally imposed hostilities which have now become culturally imposed disincentives (CIDs) to academic achievement motivation.

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Purpose This paper focuses on relevant motivational theory, social and cognitive development theory, and the construct, Definition of Reality (DOR) to explain why the predominantly Black student population of the District of Columbia Public Schools (DCPS) does less well on Comprehensive Tests of Basic Skills (CTBS) as students progress from elementary school into high school.

Facts under Consideration

a. The District of Columbia Public Schools's student population is predominantly (over 90%) Black and has been predominantly Black for many years.[1] The following chart shows the test results achieved by the third, sixth, ninth, and eleventh graders within the DCPS on the CTBS during the years 1981, 1982, 1983, and 1984. A careful review of this chart reveals:

. Students in the third and sixth grades scored very near, at, or above the national average for their grade levels in each of the four years shown.

. Students in the ninth grade scored at least one year below the national average for their grade level in eighteen of twenty-four (24) scores.

[1]Source: Office of Quality Assurance: DCPS, (August 1984)

D.C. BASIC SKILLS TEST

MEDIAN GRADE EQUIVALENT SCORES

GRADE 3	1981	1982	1983	1984	National Norm
					3.8
READING	3.5	3.8	3.9	4.2	
MATHEMATICS	3.8	3.9	4.3	4.2	
LANGUAGE	3.6	3.9	4.1	4.3	
REFERENCE SKILLS	4.1	4.5	4.6	5.0	
SCIENCE	3.5	3.9	4.6	4.6	
SOCIAL STUDIES	3.4	3.6	4.0	4.1	
GRADE 6	**1981**	**1982**	**1983**	**1984**	6.8
READING	5.9	6.2	6.9	6.9	
MATHEMATICS	6.4	6.6	7.3	7.1	
LANGUAGE	6.1	6.4	7.7	7.5	
REFERENCE SKILLS	6.7	7.9	8.6	9.4	
SCIENCE	5.8	6.2	7.3	7.0	
SOCIAL STUDIES	5.7	6.0	6.2	7.0	
GRADE 9	**1981**	**1982**	**1983**	**1984**	9.8
READING	7.7	7.9	8.4	8.8	
MATHEMATICS	8.0	8.7	9.0	9.2	
LANGUAGE	7.7	8.1	8.6	9.1	
REFERENCE SKILLS	8.6	8.8	9.0	9.6	
SCIENCE	7.2	7.4	8.0	8.8	
SOCIAL STUDIES	7.9	7.8	8.7	9.3	
GRADE 11	**1981**	**1982**	**1983**	**1984**	11.8
READING	9.1	9.2	10.1	9.6	
MATHEMATICS	8.8	9.0	9.9	9.9	
LANGUAGE	9.7	9.4	10.3	10.0	
REFERENCE SKILLS	10.0	9.9	10.8	10.1	
SCIENCE	8.7	8.1	9.3	8.6	
SOCIAL STUDIES	9.1	9.7	10.3	10.1	

SOURCE: D.C. PUBLIC SCHOOLS

As shown in the Washington Post, page A 28, Friday, July 13, 1984

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. Students in the eleventh grade scored between one and two years below the national average for their grade level.

. All grade levels except the eleventh grade show continuing improvement from year to year.

. Scores show that students do less well, based on the national norm for their respective grade level as they progress from elementary school into high school. It is this point of fact that this paper will explain.

b. Not withstanding the United States Constitution, the Bills of Rights, and continuing enlightenment of the dominant (white) group, the American society is a White racist society which continuously and rigorously imposes hostilities, e.g., discriminations, caste-like separations, injustices, racial denigrations, etc., on Black Americans, such that these hostilities cause serious stress, despair, and psychological damage to the psychic of Black Americans. This fact has been adequately documented by Allport (1954), Davie (1949), Myrdal (1944), Saenger (1953) and a host of other scholars.

Hypothesis This paper hypothesizes:

a. That Black children at a very early age begin to discern and understand their status (low caste, powerless, segregated, racially denigrated) and their culture and this discernment and understanding engender and foster a view

of reality(Definition of Reality) that: Black is bad and White is good; there's little hope of changing the "status quo" because the society is controlled by the dominant (white) group; it is useless and a waste of time to compete against whites in a white controlled society; and discrimination and racial denigration of Blacks by whites will be the rule and there's little that Blacks can do about it.

b. That by early adolescence, Black children learn to adapt to their perceptions of their hotile and oppressive society, and one such adaptation is that they cease to put the time and energy into their school work that will assure them good grades, because they believe that doing well in school will be of little consequence in changing their low status, powerless social and economic conditions, nor will doing well in school bring them the benefits that whites receive for doing well in school.

c. That as students go from elementary school to high school, their progressively decreasing CTBS scores reflect a lessening of academic achievement motivation resulting from their maturing perceptions of their racist society and their powerlessness to alter the status quo, and thus the culturally imposed hostilities encountered within the culture during youth and adolescence become culturally imposed disincentives (CIDs) to academic achievement motivation.

d. That the progressively decreasing scores on the CTBS may be viewed as "expected outcomes" given the culturally imposed disincentives encountered with regard to academic achievement motivation and the continuing hostilities that slowly but convincingly force Black children to "learn their places" and to adapt by preparing themselves to occupy the low prestige, powerless positions allowed them by the imperative s of an oppressive culture.

Limitations of this paper This paper does not directly address the problems and conditions that may exist within the schools which might contribute to low academic achievement in children. Several authors: Nat Hentoff (1966), John Holt (1964), Johnathan Kozol (1968), Ray Rist (1974) to name but a few, have noted how schools can and often do contribute to student's low academic achievement motivation. In this paper the school factors impacting on student achievement motivation are treated as one of the many socio-ecological elements encountered by developing children.

Motivation and Definitions of Reality

A Theory of Motivation

Hershey and Blanchard (1972) explain that motivation is a word used to provide reasons why a person does what he or she does. Motives are sometimes defined as needs, wants, and drives and are directed toward goals. Hershey and Blanchard cite two important factors that affect the strength of motives: expectancy and availability. These factors are described below:

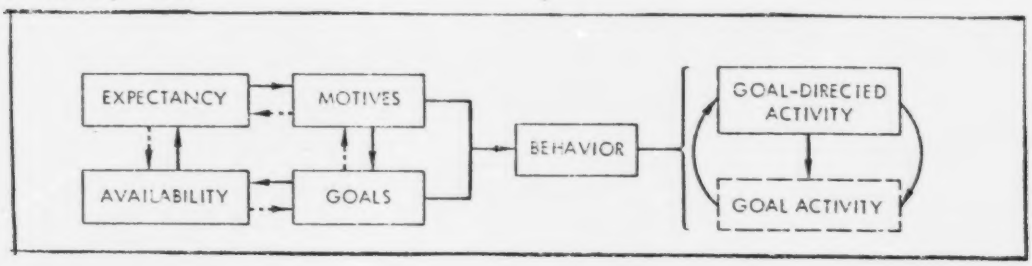
> Expectancy is the perceived probability of satisfying a particular need of an individual based on his past experience. .... It refers directly to the sum of the past experiences. Experience can be either actual or vicarious. Vicarious experience comes from sources the person considers legitimate, such as parents, peer group, teachers, and books or periodical. (p. 19)
>
> Availability reflects the perceived limitations of the environment. It is determined by how accessible the goals that can satisfy a given need are perceived by an individual .... Consequently, availability is an environmental variable. Yet it should be stressed that it is not important whether the goals to satisfy a need are really available. It is the perception or the interpretation of the reality, that affects one's actual behavior

In other words, reality is what a person perceives. (p. 20)

In accordance with the above definitions, Hershey and Blanchard constructed a schematic to explain the motivating situation. This schematic, with discussion is noted below. As explained by Hershey and Blanchard:

> Motives, needs within an individual are directed toward goals which are aspirations in the environment. These

P. Hersey/K.H. Blanchard, Management of Organizational Behavior:Utilizing Human Resources, 2nd ed., copyright 1972, Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.

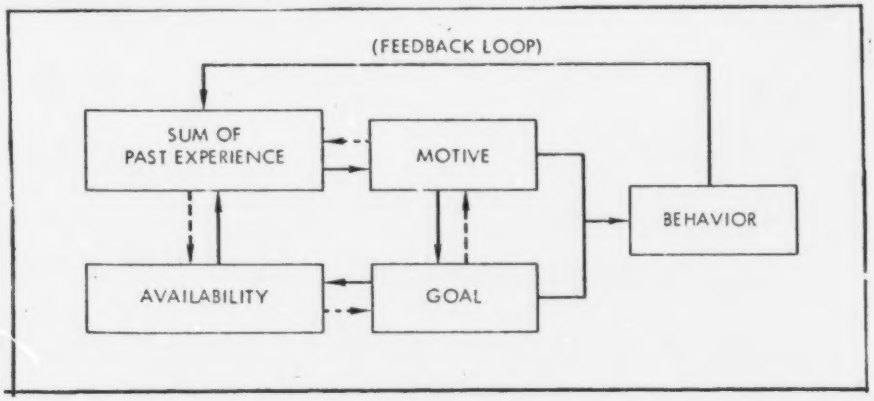


> are interpreted by the individual as being available or unavailable. This affects expectancy. If expectancy is high, motive strength will increase. This tends to be a cyclical pattern moving in the direction of the prominent arrows. But to some extent these are interacting variables indicated by the secondary arrows. For example, experience may affect the way we perceive our feelings of availability. The presence of goals in the

environment may affect the given strength of motives, and so forth. (p.21)

Hershey and Blanchard make another key point: "When a person behaves in a motivating situation, that behavior becomes a new input to his inventory of past experiences and therefore the term expectancy has the broader meaning of sum of past experiences." (p.22)

P. Hersey/K.H. Blanchard, Management of Organizational Behavior: Utilizing Human Resources. 2nd ed., copyright 1972



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Definition of Reality(DOR)

By Definition of Reality(DOR) is meant: the perceptions one holds concerning the properties and characteristics of himself, of his immediate space and world, of the effects and consequences of his behavior and interactions on his environment; such that these perceptions become a frame of reference of what is real and meaningful and thereby serve to regulate one's motives and guide one's actions.

Thomas and Thomas (1928) noted:

> If men define situations as real, they are real in their consequences. (p. 572)

The DOR as used herein encompasses not only the definition of the immediate situation, it encompasses the past, the here and now, and the future possibilities as they are perceived by an individual. The DOR is formed, nurtured and molded day by day and bit by bit as a normal consequence of living, learning and maturing. It is more than the sum of one's experiences and it is more than defining the immediate situation or life space. The DOR involved validating, analyzing and interpreting one's experiences and then structuring hypotheses concerning one's self and the countless configurations that may exist with the wider society (exosystem).

Components of the Definition of Reality (DOR)

Reflections on the comments of Hersey and Blanchard lead to the conclusion that the DOR as described above must include "expectancy" and "availability" as perceived by an individual. However, it is submitted that other factors in addition to these two factors are necessary to describe an individual's full range of seeing, feeling, knowing and being. It is submitted that as a minimum, such additional factors must include: one's self-image or self-concept, one's visionary impulsions, and one's repertoire of adaptation.

These factors are described below.

a. Self-image. Mead (1934) provides insight on the notion of self-image:

> The self is something which has a development; it is not initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process. (p. 135)
>
> The individual experiences himself as such, not directly but only indirectly from the particular standpoints of other individual members of the same social group, or from the generalized standpoint of the social group as a whole to which he belongs. (p. 138)

Jersild (1960) defined self-image (concept) as:

> A composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is. (p. 9)
>
> If the reflected appraisals ... of which the self is made up are mainly derogatory ... than the growing child's attitude towards himself will be mainly derogatory.

Damon (1983) explains the self as:

> That construct through which individuals organize their knowledge of their own unique nature and distinctiveness (p. 198)

b. Visionary Impulsion. By visionary impulsion is meant one's hopes or dreams, one's will or confidence, one's faith in projected outcomes. These terms refer to the strivings of all maturing humans to act within their worlds or realities such that their experiencing enables them to connect their past and their present state of being into a meaningful continuum that leads to a hoped for self-assuring, self-validating future. This avenue of seeing and experiencing requires much more detailed treatment than time and space permit in this paper.

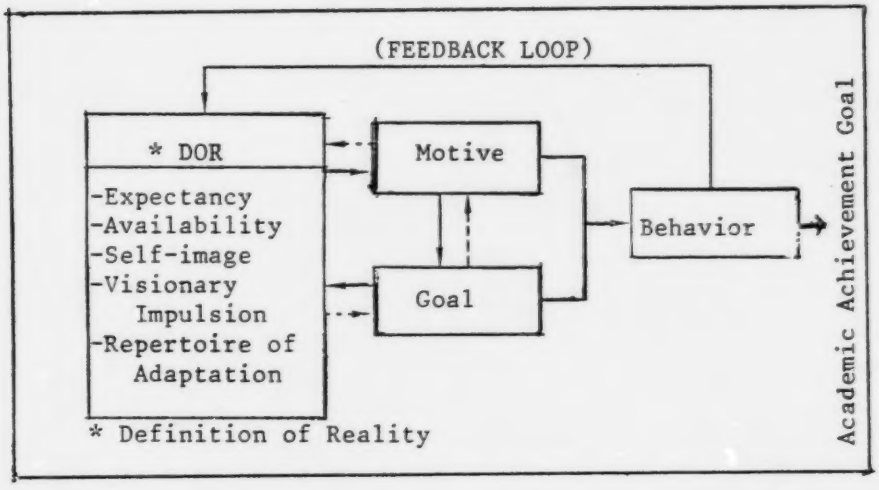
c. Repertoire of Adaptation. This factor refers to the coping mechanisms or adjustment strategies that an individual is able to command when he encounters frustration of desires and goals so as to either overcome such frustrations or by other designs to minimize stress in spit of the goal blockages experienced. Repertoire of Adaptations refers to both rational and irrational coping strategies and includes such activities as: seeking goal approach avenues which are counter to accepted practices; developing different worthwhile goals; denigrating the standard goal; manipulating conditions and people to influence goal-blockers or available patrons; cheating; rationalizing, etc. These types of action or behavior are designed to minimize psychological and emotional depression.

These factors: expectancy, availability, self-image, visionary impulsion, and repertoire of adaptations as a minimum compose the construct: Definitions of Reality (DOR). Key to the notion of the DOR is that an individual's DOR expands and becomes more refined and perceptive as one matures socially and cognitively within his society and culture. Therefore, a child who has never been outside of his home has a more limited DOR as compared to a first grade pupil, a junior high student will have a limited DOR as compared to a senior high school student, and a senior high school student will have a limited DOR as compared to a well-travelled adult. As the child matures he becomes aware of and is able to respond to more types of stimuli than he could respond to during his earlier stage(s) of development.

Relating Motivation to Definitions of Reality (DOR)

Given the nature and content of one's DOR, it is reasonable to expect that one is motivated toward or discouraged from certain goals depending on what one senses as goal availability, one's expectancy, self-image, visionary impulsion and repertoire of adaptation. The schematic below shows the relationship between DOR and behavior given a motivational situation. Perusal of this schematic promotes clarity concerning the strong relationship between behavior and DOR. For example, if the goal desired is "academic achievement" (any

goal could be substituted) the individual would be moved (motivated) to undertake the necessary behavior and effort required to attain "academic achievement" if such achievement is consonant with and a rational extension of his DOR.



Relating Definitions of Reality to behavior and motivation

If the factors constituting the DOR have substantial deficits with reference to the goal(s) being sought, then the motive strength for the pursuit of that goal will be weak. The strength of a motive is a function of the continuity and consonance of the goal in point to the individual's DOR. Therefore, the strength of the academic achievement motive in school children is directly related to the continuity and consonance of such achievement to their DORs.

Social and Cognitive Development in Preschool Children and the Resulting Definitions of Reality

Social and Cognitive Development

Selman (1976) explains that the child, at four years of age learns role-taking skills, (the ability to mentally place himself in another's position); the child develops the ability to distinguish between social perspectives (feelings, thoughts) of himself and others; the child can lable others' overt feelings, but does not see the cause and effect relation or reasons for social action. (p. 309)

Erickson (1950) notes that by the time the child is ready for school, his or her behavior is characterized by "making and making like" and reflects the child's concern with an awareness of the varieties of social roles that populate his environment. A sense of guilt may be established if the child is punished too severely or too frequently for his or her attempts to establish initiative behavior. (p. 247-258)

According to Pulaski (1971), Piaget notes that the preschool child develops a notion of object constancy, the understanding that objects and others exist beyond himself. He begins to retain mental images. At about the age of seven the child has acquired rudimentary concepts of space and time. (p. 25).... His thought life is still unadapted to the reality of the world. (p. 39-52)

Damon (1983) found that the pre-school child's positive-justice choices are simply derived from the wish that an act occur. Positive justice deals with conflicts involving the distribution of goods and benefits. The child's reasons simply assert the wishes rather than attempting to justify them (I should get it because I want it). (p. 136)

Resultant Definition of Reality (DOR) in the Black Child

McDonald(1970) presents several instances where both Black and white pre-school children are aware of different skin color. Young white children perceived the Black child's face as dirty or chocolate (something to eat).(pp. 32-33)

McDonald cites instances where Black pre-schoolers have already shown dissatisfaction with their skin color. She notes:

> Fred, a Negro boy, wiped his hands on a black towel. One of the white girls told him he had gotten the towel dirty and he angrily denied it. (p. 38)
>
> When five year old Paula, a new Negro girl entered Kindergarten, Andrew, a Negro boy, excitedly called to Abby, also Negro, "Look, Look!" But then he and Abby totally avoided the intruder. That afternoon when Andrew was shopping with his aunt, he whispered to a little cousin, "Let's get rid of all the brown people!" His aunt, who had no way of knowing that he wanted to get

rid of the new child in his school, rather angrily asked him what color he though he was, and he teasingly replied that he was going to be white. (p. 40)

Goodman's (1964) studies of forty preschoolers showed that Black children sometimes denied their color and thought of their skin as being dirty, often acknowledging a low esteem for themselves and an envy of white skin. White children generally agreed about the superiority of white skin. Goodman described Joan, a four-year old Black girl who recited the following refrain:

The people that are white, they can go up,
The people that are brown, they have to go down. (p. 45)

Comments on the Resultant Definitions of Reality

The evidence suggest that the preschool Black child begins to develop a negative sense of himself. Although the child has a very limited sense of the physical and social world about him, he knows that he is regarded differently by that world than is his white companion. The significance of this differential treatment is minimal to the preschooler, and he comes to school ready to work (as indicated by Erickson) and to learn.

Black children's definitions of reality (DOR), upon entering school have already been provided a frame of reference; that of their parents' DORs. Black parents, as do all parents,

provide their children with the basic competencies they feel their children will need in order to survive and prosper. Black parents must approach their childrearing tasks with the intent, regardless of other required competencies, of nurturing their children to be resilient when inter-acting with members, agents, and institutions of the dominant(white) society. If Black parents' DORs are filled with feelings of defeat, of helplessness, of poverty of spirit, they will pass these factors to their children.

Grambs (1965) makes the following point:

> A father who feels defeated by the world is not in a good position to give his son a sense of optimism and a feeling that he can achieve something himself. The fact that the father is most likely to be the absent member of the family and often is replaced by a succession of fathers .... also tends to militate against the establishment of a view of the male as a reliable, responsible individual. (p. 20)

Grier and Cobbs (1968), speaking of the Black mother state:

> She interprets the society to the children and takes as her task the shaping of their character to meet the world as she knows it. This is every mother's task. But the Black mother has a more ominous message for her child and feels more urgently the need to get the message

> across. The child must know that the white world is dangerous and that if he does not understand its rules it may kill him .... She must produce and shape and mold a unique type of man. She must intuitively cut off and blunt his masculine assertiveness and aggression lest these put the boy's life in jeopardy. (pp. 51-52)

These comments suggest that Black parents view "competency" for their children as the ability, in part, to adapt to the dominant(white) society. This is an adjustment that is not required of the white child. White children are fully acceptable by the dominant society and may use their energies for developing those other competencies which the society will demand of him in the performance of his future adult role. Ogbu (1978) makes a keen observation concerning childrearing competencies which are taught by Black parents. He asked the question:

> Why should Black parents transmit the same linguistic, cognitive, and motivational skills as white parents, using the same techniques when as adults, Black and white children are destined to occupy different status positions? (p. 201)

Social and Cognitive Development in Children: First through Third Grade, and the Resultant Definition of Reality

Social and Cognitive Development

Selman explains that at this stage (6-8 years of age) the child is aware that others may have a social perspective based on their own reasoning, which may or may not be similar to his. However, the child tends to focus on one (his own) perspective rather than coordinating viewpoints. (p. 309)

Erickson describes the child at this stage as set for 'entrance into life.' The child becomes industrious and eager to become part of a productive situation. He is ready to handle utensils, the tools and the weapons used by big people. This 'Industry and Inferiority'crisis stage initiates a fear of not being able to do enough, to be enough, or to be as good as others of the same age. It is at this stage that the wider society becomes significant in its ways of admitting the child to an understanding of meaningful roles in its technology and economy. (pp.258-261)

Damon's (1983) investigation of the child's ability to make positive justice choices reveals the child reflects personal desires (in making choices) but is moving to a justification (of actions) based on external observable realities such as size, sex (e.g., we should get the most because we are girls) to positive justice choices derived from notions

of strict equality, which prevents complaining and fighting. (p. 136)

Resultant Definitions of Reality (DOR)

Erickson (1950) notes the following concerning the child's perception (6 to 8 years of age):

> The child is already aware of his color. It is here that industry involves doing things beside others and with others, a first sense of the divisions of labor and of differential opportunity .... This is where the school child begins to feel that the color of his skin, the background of his parents, or the fashion of his clothes rather than his wish and his will to learn will decide his worth. (p. 260)

Grambs submits the following concerning the Black child's self-perception:

> Venturing outside the family provides the child with additional clues of his self-worth. As he meets teachers, policemen, storekeepers, etc., he is told what these powerful persons think of people like him. He learns about himself from other children on the block who report to him how they feel on seeing him and playing with him. (p. 12)

Grambs continues:

> What the Negro child is likely to learn is that no one is to be trusted ... He learns too that his family is only partly responsible for the horrors of his existence;

> it is the whites who have created his situation. It is they who keep him in abasement. The burden of hatred for the white is increased because he is also told that he cannot do anything about that hatred, in fact, he must be particularly careful and watchful in all his relationships with whites. (p. 20)

Coles (1964) provides the following insight on childrens' perceptions:

> Yet I had never quite realized that children so quickly learn to estimate who can vote, or who has money to frequent this kind of restaurant or that kind of theater, or what groups of people contribute to our police force. .... I have been struck by how specifically aware they become of those forces in our society which, reciprocally are specifically sensitive to them. They remark upon the scarcity of colored faces on television .... In the ghettos in the north, they soon enough come to regard the Negro policemen or bus driver as specially privileged as indeed he is, with his steady pay, with his uniform that calls for respect and signifies authority__ and perhaps as an enemy in the inevitable clash with "whitey." (p. 338)

Comments on the Resultant Definitions of Reality (DOR)

At this stage of development the students of the DCPS record high scores on the CTBS. This fact suggests that the DOR of the students, though negative in some respects have not yet diminished student academic achievement motivation. This is because the limited social and cognitive development of the children have not enabled them to perceive the connectedness of their immediate space (microsystem) to their several fuzzily defined mesosystems (school, playground, home, etc.) and to the wider society(exosystem). These children can grasp face-to-face relationships, but have not progressed beyond understanding their linkages with other environmental factors, including ideologies that dictate the milieu, ethos, climate, and practises which dominate his goings and comings.

Bronfenbrenner (1979) provides the following definition of human development:

> Development is defined as the person's evolving conception of the ecological environment, and his relation to it, as well as the person's growing capacity to discover, sustain, or alter its properties. (p. 9)

The children of the DCPS are beginning their development. They are learning, experiencing and feeling. They are exchanging viewpoints and facts with peers and parents and are beginning to build a consistent and more comprehensive picture of the world about them.

Social and Cognitive Development in Children: Fourth through Sixth Grade, and the Resulting Definitions of Reality

Social and Cognitive Development

Selman notes that the child, between eight and twelve years of age is able to reflect on his own thoughts and feelings, and is conscious that each individual is aware of the others' perspective and that this awaremess influences the child's view. The child can form a coordinated chain of perspectives, but cannot yet abstract from this process to the level of simultaneous mutuality. The child begins to realize that both the self and others can view each other mutually and simultaneously as subjects, and he can step out of the two-person dyad and view interactions from a third perspective. (p. 309)

Damon explains that the positive justice development of the child shows that decisions are made based on consideration of equality and reciprocity and are coordinated such that choices take into account the claims of various persons and the demands of the specific situation. Choices are firm and clear cut, yet justification reflects the recognition that all persons should be given their due (though in many situations, this does not mean equal treatment). (p. 136)

Pulaski explains that at these grade levels Piaget's theory of child development would place the child at the concrete operations stage of development. The child's thinking processes speed up. The child is able to range forward and backward in space and time on the mental level, however he is capable only of thought about concrete existing objects and people. The realm of hypothetical thought dealing with theories and propositions, will not be attainable until his adolescence years. (pp. 53-54)

Resultant Definition of Reality for the Black Child

Schlesinger (1971) provides the following insight into the Black child's perception of reality:

> School children are brought up on the American dream: work hard and you succeed; be ambitious and you will be rewarded; there is equal opportunity for everyone; success in attainable for all .... For the first time I tried to see America as it seems from the ghetto. Black children, I found, do not listen to the dream. They know from bitter personal experiences and from the lives of their parents and grandparents__ in their very bones that there is no such thing as the American dream for them and never has been. Their parents, far from winning the race, were not even allowed to enter it. Almost none of the things we teach in school about America ... the pledge

> of Allegiance ... the blowing of taps for the lowering of the flag ... have relevance to them.(pp. 51-52)

Coles (1964) notes the following:

> Lower class Negro children are taught by their families and by contact with the white society that they must not display open aggression toward white people ... Although the lower class child is generally taught that he must be subservient to whites because he must work for them, when pushed beyond the accustomed or acceptable limits of deference he is more likely than the middle or upper class Negro to become openly aggressive toward white people .... The middle class Negro parent in preparing his child for life teaches him at least in words that inspite of racial restrictions and taboos, he is in fact equal to whites. Children of this class are trained to control their impulses, to adhere strictly to the demands of respectability, to avoid negative contacts with whites, in short, to keep out of trouble. (p. 58)

Comments on the Resultant Definition of Reality

At this point in their development the Black children of DCPS are still achieving, though now only at grade level. The children's DORs are negative in several aspects, but now in a more defined manner than in the earlier grades. Children are beginning to discern the connectedness of their several

mesosystems of activity to the larger society. Now children not only sense and understand the immediate aspects of their situation, but have gathered notions of the conditions, attitudes, and dispositions existing in areas of the larger society that they have not personally experienced. LeVine (1967) captures the developing "growing and knowing" of children as follows:

> The growing child receives information about opportunity for social mobility in his or her society from various individuals and institutions, including older members of the family, school teachers, religious instructors, books and mass media. (p. 89)

Clark (1963) speaks of the Black child's response to the larger society as follows:

> Although the effects of prejudice, discrimination, and segregation on the personality of adolescents and adults reflect the accumulation of childhood experiences, the later reactions are more indirect and complicated than the concrete effects observed in children..... therefore, one must not only look for the direct ... symptoms of personality distortion ... but also realize that these symptoms ... may express themselves in forms apparently unrelated to the racial problem. (p. 47)

Social and Cognitive Development in Children: Seventh through Ninth Grade, and the Resulting Definition of Reality

Social and Cognitive Development

According to Selman, the child's ability to mentally place himself in another's position has expanded. During this stage(early adolescence) the child realized that mutual perspective taking does not lead to complete understanding. Social conventions are seen as necessary because they are understood by all members of the groups and society. (p. 309)

Damon notes that now the child's positive justice choice abilities reflect a notion of reciprocity in actions (i.e., that persons should be paid back in kind for doing good or bad things) with a notion of merit and deserving emerging to a development of a sense of moral relativity that understands that different persons can have different yet equally valid justifications for their claim of justice. It is here that the choices made attempt quantitative compromises between opposing claims. (p. 309)

Erickson (1950) views the child at these grade levels as continuing in the Industry versus Inferiority stage of development. (p. 261-262)

Bigner (1983) notes that Piaget (1967) labeled adolescence as a time when individuals enter the stage of formal operations in their cognitive development. Cognitive skills acquired in this stage involved an increased ability to use logic based on forming hypotheses and reaching conclusions based on deductive reasoning.... Issues and behavior are seen in terms of polar extremes. Something is definitely either right or wrong to do, people are treated fairly or unfairly and someone is either good or bad .... A major task of the adolescent is to reconcile this approach to categorizing values and behavior by developing an ability to perceive gray areas and to develop a rationale for understanding rules of conduct. During this stage, the teenager must move from knowing and acting upon specifics in values, attitude, and behavior to understanding the broader, more general philosophies that govern an adult approach to life. (p. 57-58)

Resultant Definition of Reality (DOR)

Schlesinger notes :

> The world looks quite different to Black children than to white. Life outside the apartment is neither safe nor orderly. Violence and physical force are very much a part of these children's lives from a very young age. And in this world of violence and fear, there is no help except self-help. The white child is taught that the

policeman is their friend and that society exists to protect them. The Black child learns that all established authority can be the enemy; it may be placated, fooled, or defied__ but never trusted. The school itself, to the black community is seen as part of the white establishment. (p. 44)

Again Schlesinger notes:

For Black children, school is not an extension of the home (as it is with white children). There is a sharp break between their private lives and their school day. .... During the school day, they must try to adjust to a world and a culture in which they have no real part; most of their social life, their growth, their development, their living, takes place in their own world, outside the school. (p. 53)

Fader (1971) provides the following insight:

Most adolescent non-readers are children who won't read rather than children who can't read. Their choice is neither hasty nor capricious; they are the ones who truly "know better" when they follow the language pattern of their dialect .... They know that standard English isn't worth its cost; they know that they may not be able to prevent their minds from learning it, but they also know that they can prevent their mouths from speaking it.

> They know that it is better repressed because it has no place in their lives. Who but a fool practices for a contest to which he will not be admitted, a struggle in which he will not be allowed to compete? (p. 119)

Comments on the Resultant Definitions of Reality (DOR)

The Black children of DCPS have extended their interactions throughout their communities and have come to personally know the agents representing the societal institutions; policemen, postmen, firemen, welfare and social workers, etc. Many of them understand that many of these agents, including teachers and administrators do no look favorably on them because of their ghetto living or family background. Students sense with some certainty that their unhappy experiences with many societal agents reflect not just the individual bias of these agents, but the bias of the agents' institutions as well. Many children are now able to identify, catalog, and organize the constant diet of differential treatment and caste-like separateness they have experienced. They now can predict future possibilities and circumstances. What they now feel and experience and what they project as future possibilities promote; (1) a decrease in their willingness to persevere in their studies and (2) a distrust in the dominant (white) society, its espoused values and its instiitions.

The children have begun the questioning: Does it really matter if I get good grades or not? Will good grades change things for me, now or later? These are the questions and these questions are quickly answered ... by the streets, by the television and radio, and by everything that these children feel, hear, smell, touch and see. And what is it that they experience? Perkins (1975) in describing the characteristics of North Lawndale, a suburd of Chicago may just as easily be describing Washington, D.C. when he states:

> Summer mornings ... never appear to change.
> They quickly become a part of ghetcolony tradition.
> A pervasive episode of hopelessness and poverty.
> What was true yesterday is more than likely to be true today.
> There are the same decrepit structures basking under the sun with their frayed window shades half drawn, and the odor of hominy grits, fried pork and burnt toast seeping out into the almost death-like air. On hot days one can see fatigued ebony faces protruding out of windows to gain relief from the morning humidity.
> And the stenchy alleys covered with broken wine bottles, empty beer cans, urine, and feces of stray dogs and unwanted people.
> And the weary people waiting on street corners to catch the crowded buses which take them to work.

> And the whimpers of babies who are still hungry from yesterday's shortage of milk.
> And the dispossessed men who mill in front of taverns waiting to quench their hunger with anything that can help them escape their pain and frustration.
> And the hustlers, pimps, street men and other social outcasts who serve as models for the young.
> And the blue signal light of a plice squadron flashing down the street or the blaring of a fire truck answering a call of distress.
> And there are the dirty streets.
> Always the dirty streets.
> Where ghetcolony children make their home.
> A home that has an asphalt floor, tenements for its walls and a door which locks them in from the rest of the world. (p. 17)

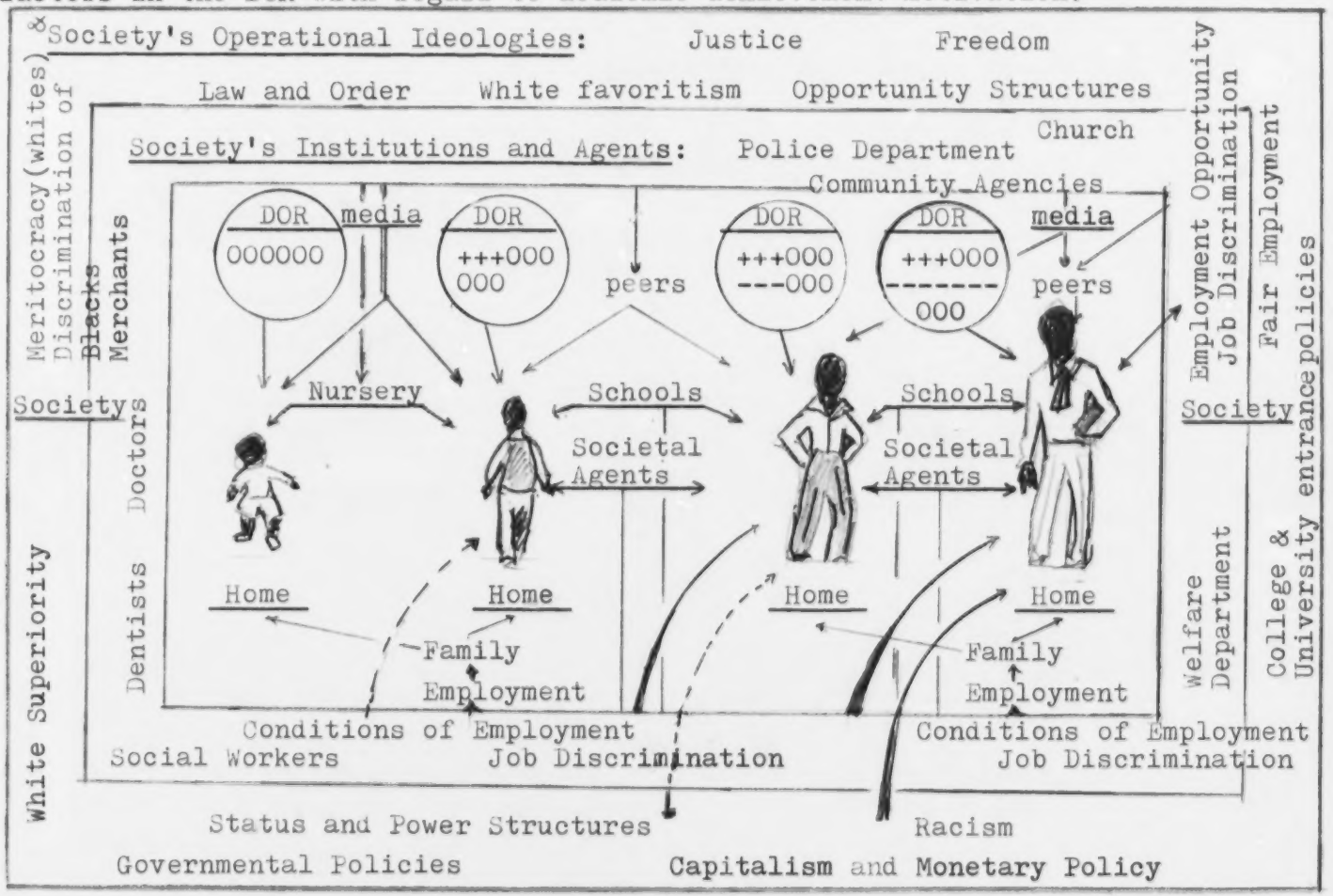
The world of the urban Black child is closely intwined with the culture of the city streets. This "street culture" provides very little reinforcement to academic motivation. In fact, for many children academic achievement motivation in the street culture is a waste of time, because they must learn the skills of the "ghetcolony" to survive, and none of their heroes speaks convincingly of the worth of schooling, and from their vantage point the school becomes another institution that represents white domination and control.

Comments on the Definition of Reality:
Academic Achievement Motivation Chart

1. Society is diagrammed by two layers which interact with the individual: Society's Operational Ideologies and Society's Institutions and Agents. The developing child learns about society's agents and institutions first and as maturation of social and cognitive faculties proceed the developing child becomes aware of the society's operational ideologies.
2. Home and Family are initially the primary sources of socialization for the child. The home and family are characterized by their location in and interaction with their surrounding social, political and economic milieu and become conduits between the developing child and the society.
3. Dotted Curved Lines between the individual and society show that the individual is only slightly familiar with and aware of the layer of society indicated.
4. Solid Curved Lines between the individual and society show that the individual is familiar with and aware of the layer of society indicated.
5. The Definitions of Reality (DOR) with respect to academic achievement motivation become more and more negative as the child develops and begins to understand his low caste position and his relationship to the racist society and its operating ideologies.

THE GROWTH AND DEVELOPMENT OF DEFINITIONS
OF REALITY WITH RESPECT TO ACADEMIC ACHIEVEMENT MOTIVATION

In the diagram below, the "-" (minus) and "+" (plus) signs denote the consonant and dissonant factors respectively of the Definitions of Reality (DOR) that affect academic achievement motivation. The "O" sign denotes neutral factors in the DOR with regard to academic achievement motivation.



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Social and Cognitive Development in Children: Tenth through Twelfth Grades and the Resulting Definition of Reality (DOR)

Social and Cognitive Development

Damon notes:

> Toward the end of the teen years, the adolescent begins directly to confront societal institutions such as the economic, legal, and political system. No longer are social-institutional realities communicated solely through the family. The adolescent often looks for jobs, must obey the law (or else assume the consequences), and given some genuine political and legal rights (such as voting). For these reasons the nature of society becomes an issue of major concern during adolescence. More so than at any previous period of life, the adolescent is exposed to the particular historical and social-cultural forces of the times. Adolescents themselves, with their expanding cognitive abilities and their emerging social and self-consciousness, are often acutely aware of these aparticular forces; their development cannot be understood without taking these forces into account. Further, societies constantly change, and each generation of adolescents confronts unique historical events. As a consequence, every cohort of youth shares certain formative experiences special to members of that cohort ... These

> experiences ... are a critical part of growing up during every historical period, and they must be examined in any account of social development. (p. 251)

Bigner describes Erickson's 'Identity versus Role Confusion' crisis as follows:

> The fifth stage of pyscho-social development begins with puberty and lasts through the adolescent years .... The challenge presented by this stage involved one of the major questions the individual confronts during life: "Who am I and where do I belong in life?" By experiencing a wide variety of roles and relationships during the years of childhood and adolescence, the individual comes to form idealistic impressions and concepts about how things should be in the family, among friends, with himself/herself, and in social relationships. .... A clear identity of who one is, what is valued, what types of attitudes are important and how to become involved in occupational roles become more focused during this time of life cycle. Parents come to be replaced almost exclusively by the peer groups as the essential element of social support. (1983:52)

Erickson (1950) adds his own clarity to this stage of development when he noted:

> The growing and developing youths faced with this physio-

> logical revolution within them, and with tangible adult tasks ahead of them are now primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with the occupational prototypes of the day ... In their search for a new sense of continuity and sameness, adolescents have to refight many of the battles of earlier years, even though to do so they must artificially appoint perfectly well-meaning people to play the roles of adversaries; and they are ever ready to install lasting idols and ideals as guardians of a final identity. (p. 261)

Resultant Definition of Reality (DOR) in the Black Adolescent

In the interest of clarity, the Black adolescent's DOR is described in detail with reference to each of its components.

Availability of Opportunity

Clark (1965) notes:

> The privileged white community is at great pains to blind itself to the condition of the ghetto, but the residents are not blind. They observed that others enjoy a better life, and this knowledge brings a conglomerate of hostility, despair and hope. .... Young people

in the ghetto are aware that other young people have been taught to read, that they have been prepared for college, and can compete successfully for white collar, managerial, and executive jobs. Whatever accommodations they themselves must make to the negative realities which dominate their own lives, they know consciously or unconsciously that their fate is not the common fate of all. Thy tend to regard their predicament as a consequence of personal disability or as an inherent and imposed poserlessness which all Negroes share. (p. 12)

Ogbu asserts:

Caste minorities perceived their future chances for jobs and otner benefits of education as limited. They are not so strongly motivated as dominant (white) group members to persevere in their school work. (p. 41)

Schulz (1969) indicates that Blacks (young adolescents) were angry and frustrated by the difference between their expectations and what the job market will offer them. They believed that education did not lead them to good jobs as it did the whites. Many Blacks felt that they could generally earn more money illigitimately without an education. (pp. 159-160)

Expectancy

Grier and Cobbs suggest:

Thus the black boy in growing up encounters some strange impediments. Schools discourage his ambitions, training for valued skills is not available to him, and when he does triumph in some youthful competition, he receives compromised praise, not the glory he might expect. In time he comes to see that society has locked arms against him, that rather than help, he can expect opposition to his development, and that he lives not in a benigh community, but in a society that views his growth with hostility. (p. 49)

Ogbu explains:

Black children learn about the job ceiling and later learn to relate it to their schooling .... They learn by observing the job experiences of their parents, ... and neighbors. .... Finally, as black youth themselves begin to think about future employment ... their symbolic or actual experiences of job discrimination increases their disillusionment and further depresses their school performance. (pp. 194-195)

Schulz (1969) reports:

Despite what, from a middle class perspective, might be perceived as a foolish, stubborn, or lazy attitude toward work, the young (black) men (adolescent and adult) are

in fact faced with great difficulties in finding jobs, given who they are ... they perceived themselves effectively cut off from the American dream. (p. 165)

Visionary Impulsion

Clark (1963) states:

Minority-group children of all social and economic classes often react to their group conflicts by the adoption of a generally defeatist attitude and a lowering of personal ambition. Many of these children also tend to be hypersensitive and anxious about their relations with the larger society, and to see racial hostility and rejection even where they may not actually exist. (p. 65)

Ogbu adds the following:

Although Blacks say they desire education and although they try in many ways to change the education system so that their children will receive better education, Black students neither make sufficient effort in their studies nor match their aspirations with accomplishment. The lack of serious effort has developed partly because they see their future opportunities limited by the job ceiling. They compare themselves with whites whom they see as having more job opportunities for no other reason than their color. Because of their own limited future employment opportunities and the preferential

treatment of whites in the job market, Black students often become disillusioned about the future and doubtful about the value of schooling. (p. 188)

Schlesinger and D'Amore (1971) note:

How can they look at education as the ladder to success when they see white faces filling almost every important position? How can they work hard and believe in the future, living as they do in the ghetto which teaches that one cannot plan for tomorrow? How can they believe that effort will be reqarded, surrounded as they are by poverty? (p. 52)

Kardiner and Ovesey (1962) state the following:

Most urban children ... manage to go at least through public school and a considerable number get one year of high school. From this point on, the resistance to education of the lower-class children become enormous .... From this time on, school becomes a meaningless and unrewarding bore. .... It is difficult to conceive of a more hopeless and dispirited group than a high school class of Negro adolescent girls; nor a more bored and resentful group than a high school class of Negro boys. Both seem equally aimless and befogged. They do not assume these attitudes through choice. The fault is society's not theirs. (pp. 71-72)

Self-image

Coles provides the following insight:

I have seen enough Negro children over a long enough time to realize that their family tragedy starts not in the first years of infancy and early childhood, but in those later years when the world's restriction become decisive antagonist to the boy or girl, say "no" to them about everything, teaching them finally to transform those refusals into a judgement of their worth as individuals and as citizens. (p. 367)

Grambs asserts:

One of the clearest differences between Negro and white is that society in the contemporary United States continually tells the groups that they are different, but the Negro group is considered inferior to the white group .... it is obvious that this kind of differential social communication is going to have a differential impact on personality. (p. 13)

Clark (1963) speaks to the issue of Black self-concept:

Self-rejection begins at an early age and becomes embedded in the personality. The self-rejection is a part of the total pattern of ideas and attitudes that American Negro children learn from the larger society. (p. 50)

Repertoire of Adaptation pertaining to Academic Achievement Motivation

Lott and Lott (1963) note:

> Recent research indicated that Negro youth are responding to their caste position and selecting lower goals and standards for themselves even when their family's socio-economic positions and innate capacities would indicate higher achievement motivation: lower caste and lower class status go hand in hand ... even when some lower caste members have achieved a more favorable class position, their caste restriction continues to be perceived and to influence their behavior, both overt and implicit. (p. 163)

Fader provides the following insight:

> A child or a man learns to perform in a certain way because he wants to or because he must. In the case of a child who speaks non-standard English, his motivation for learning the standard tongue of an exterior community is greatly diminished by his sense that the language of that community will be of little use to him in obtaining its privileges. Children of white immigrants knew they had only to assume the clothing of the dominant group__ in large part, its language__ and they could live undetected in its midst. Knowing that lifelong masquerade

to be beyond them ___ being so informed by the shape of everything from the obelisk of the Washington Monument to the rectangle of a television box___ black and brown children see no reason for wearing clothes that give them neither warmth nor camouflage. (1971: 116-117)

Ausubel (1967) notes:

Doing without being interested in what one is doing results in relatively little permanent learning, since it is reasonable to suppose that only those materials that can be meaningfully incorporated on a long-term basis into an individual's structure of knowledge that are relevant to areas of concern in his pyschological field. Learners who have little need to know and understand quite naturally expend little learning effort; manifest an insufficient meaningful learning set .... and do not devote enough time and energy to practice and review. Material is therefore never sufficiently consolidated to form an adequate foundation for sequential learning. (p. 291)

Comments on the Resultant Definitions of Reality (DOR)

In grades 10 through grade 12, Black adolescents have developed socially and cognitively to where they realize the relationship between their present disparaged status and their probable adult roles. The diagram "Growth and Development of Definitions of Reality with Regard to Academic Achievement Motivation" sketches the process of "reality formulation." At this stage these children have learned and understand that their future development in American culture is definitely limited, simply because they are black! They have gathered more data from their experiences and have matured and expanded their deciphering faculties. Their view of the world shows them that academic achievement will not bring them the same benefits that white students would receive and will do little to change the low status, caste seperation and discrimination that his adulthood will experience. Black children at these grade levels (grades 10-12) may perceive schools as being a part of the status quo and serving the ideologies of the dominant group. They may perceive that the schools have lied to them about equal opportunity, the value of hard work, the rule of fairness and justice, the nature of the relationship between themselves (the students) and the controlling dominant group. Knowing and thinking these things, Black students are no longer

interested in school work and now give less time and energy to doing their school work. Therefore, by the eleventh grade the CTBS scores of the children of DCPS have fallen almost two (2) years below the national norm. These lower scores are the result of the children's adaptation to the culturally imposed hostilities they've encountered such that these hostilities have become culturally imposed disincentives (CIDs) to academic achievement motivation. These lowering scores may be viewed as "expected outcomes" as these children begin to adapt to the imperative of a hostile racist society and begin to "learn their places", to wit: the lower social, economically impotent, and disparaged component of the status quo.

In short, Black children learn quickly; they are not dumb or slow. Many are learning and adjusting to the message that the dominant society has clearly and consistently told them : that if you're Black, you're not to compete with whites, but you should be content with your "place" as it is assigned to you by the dominant society. Many Black children adjust or adapt by not giving time and energy to their studies, for they do not wish to waste their time honing competencies which they sense will be irrelevant to their future adult status and roles.

Chapter 8

Conclusions and Implications

Conclusions

The research and commentary show:

a. That as Black children mature socially and cognitively, they develop a more precise understanding and discernment of the relationship between their low caste, powerless, and derogated status and the culturally imposed hostilities (discriminations, racial denigrations, caste-like separations, etc.) which the American society employs in its treatment of them, and as a result many children form negative perceptions (Definitions of Reality) concerning themselves, their future adult roles and the prospect of changing the societal institutions and the white superiority ideology which respectively impose and support these hostilities.

b. That at early adolescence, Black children have developed several adaptations to their Definitions of Reality and one such adaptation for many children is that they cease to put the time and energy into their school work that would assure them of good grades because they believe that good grades will not change their status nor provide them the same benefits that white students would receive by doing well in school, and thus, the culturally imposed hostilities (CIHs) encountered by these children become culturally imposed disincentives (CIDS) to academic achievement motivation.

c. That the diminishing CTBS scores of DCPS students as they progress into and through high school:

(1) reflect a progressively lessening of many students' academic achievement motivation caused by the accumulated effects of culturally imposed disincentives (CIDs) to academic achievement motivation encountered in Washington, D.C., and the society-at-large during their middle childhood and adolescent years;

(2) should be viewed as "expected outcomes" for many Black students whose long term encounter and collision (especially in urban areas) with the hostile, socio-ecological imperatives of a racist culture where these children consciously and unconsciously prepare themselves for those "allowed" low caste, low status, denigrated adult roles in which the competencies required for high academy achievement have little relevancy.

Implications

a. The key to improving Black academic achievement motivation of Washington, D.C. students in particular and for Black children in general depends more heavily on initiatives which take place outside of the schools than on education strategies within the school. As long as children (Black and White) index the importance of doing well in school to the eventuality of the benefits they expect to receive in their post-schooling years, the school itself

and its teachers, counselors and revamped curriculum can do little in motivating Black children toward academic achievement. The basic difference between students who achieve scholastically and those who do not is that they come to school with differing definitions of reality. Those who achieve come to school believing that they can learn and believing that their learning will be beneficial to them in either their after school settings and in their post school years. Those children who do not achieve believe neither. This believing or non-believing is fostered primarily by forces outside of the school itself.

b. Integration of schools, in and of itself is not a motivator of Black academic achievement, and those educators and sociologist who presume it would be, had made such presumptions on the cultural bias that: white proximity would promote white likeness; the likeness wished in this instance was academic achievement. The noble and most important goal of school integration is to ensure the fair and equal in-school learning opportunities for both Black and white children. A student's academic achievement or lack of academic achievement as that student enters into adolescence (late elementary or early high school) is strongly attached to his perceptions of his community and society and his potential role as an adult. School integration is a

"school phenomenon in the societal scheme of things, and to the extent Black children placed in an integrated setting perceive such integration as a reflection of the white community and power structure conscious effort to curb and to modify their racist and caste-like system, Black academic achievement motivation will rise. Conversely, to extent Black children perceive integration as an aberration or anomaly to the deeply entrenched and operative polity, values and norms of the larger racist society, then integration is seen as a sham and Black academic achievement remains unchanged or diminishes.

c. Compensatory education programs are not prone to provide long term (4 to 6 years) scholastic achievement motivation and **should not** be expected to provide such motivation. Although there may be several positive outcomes for children during compensatory education experiences, long term academic achievement motivation will not be one of these outcomes, because the child's episode of compensatory education is but an experiential flash of creativity and learning in a racist society that will teach the child that creativity and learning by him is not valued as it is in the white child. In addition, the culturally deprived child is not likely to find support and carry-over in his normal surroundings that might help the perpetuation of skills acquired during his compensatory learning.

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Appendix One

Extracted from pages 3 and 4 of "The Report, The District of Columbia Public Schools"; The Superintendent's Report to the Board of Education, School Year 1983-84

Standardized Test Results

Test results are one of the more visible indicators of student achievement. Although standardized test scores do not "tell the whole story" about academic progress, they are a measuring and diagnostic tool for educators. The school system's standardized test instrument is the Comprehensive Test of Basic Skills (CTBS) and is administered to grades 3, 6, 8, 9 and 11.

The CTBS scores are written as grade and month equivalents. Thus for example, a score of "3.8" in reading means the student's reading level is equivalent to a student in his third year and eighth month of instruction. National norms are a means of comparing local test scores with the median test scores of a sample of students from across the country. Test results in reading, mathematics and language arts comprise the overall, or "total battery" scores, but students are tested in schience, social studies and reference skills as well.

The 1984 CTBS results revealed a steady gain in achievement for third and sixth graders; total battery scores at these grades now have exceeded the national norms for two consecutive years. For the first time since systemwide testing began in 1978, this years's sixth grade scores exceeded the national norm of 6.8 in all six areas tested.

Appendix 1 (continued)

At the eighth grade level, students are tested in three areas: reading, mathematics and language arts. This year's scores indicated from one to six months gains in these areas. Overall achievement for the eighth grade was 8.1, four months better than last year's results.

Ninth graders also scored impressive gains over their counterparts' scores from the previous year. Scores for these students improved from two to eight months in all six skill areas tested.

To further improve student achievement on the junior and senior high school grade levels, a number of intervention strategies were studied and adopted during this school year. The Secondary Student Progress Plan described above is one such improvement endeavor. Additionally, the school system has established a secondary school improvement unit to give particular emphasis to enhancing the educational programs of secondary schools.

Furthermore, work was begun this school year on developing analyses of individual high schools. These analyses include formulating a profile on selected schools; the profiles include such achievement indicators as attendance, academic program offerings, dropout rates, levels of parent and volunteer involvement, co-curricular offerings as well as standardized test results. In the coming school year, school-based improvement teams will use these profiles to generate needed changes at the high schools.

Appendix 2

District of Columbia Public School

Analysis of test results on the CTBS for 1984 and 1985

Extracted from pages 61 and 62 of the Superintendent's

Comprehensive Education Plan 1985-86

The 1985 results from the Comprehensive Tests of Basic Skills (CTBS) indicate progress in several areas at grade 6 and the secondary grades. The Total Battery score, which is a composite of the Reading, Mathematics and Language scores, is higher than the previous year at grades 6, 8, 9 and 11. Mathematics and Language scores are two subjects which have shown improvement at three grades, 6, 8 and 9. For the first time, eighth grade students obtained the national norm in Mathematics. The results for grade 11 for the current school year show the greatest gains from the previous year. Elementary students continue to perform above the national norm; however, the rate of growth has slowed somewhat.

Although median scores for eleventh grade students in the content subject areas range from two years, one month below the national average of 11.8 in Science to one year four months below the national average in Language, the scores in three subject areas are improved from last year's results; these are Reading, Language and Science. The most improved scores are in Science, where a gain of more than one year was recorded. Eleventh graders obtained their highest scores in Language. Mathematics and Social Studies results remained the same as the previous year.

At the junior high grades, 8 and 9, Mathematics scores register considerable improvement from last year. At grade eight, the Mathematics score of 8.9 exceeds the national norm of 8.8 for the first time. Although the ninth grade Mathematics score is one month below the standard of 9.8, it is five months higher than last year's score. The Reading score for eighth graders is the same as last year, and for ninth graders the score is slightly lower. The Total Battery score for ninth graders is improved by four months, while for eighth graders there is a one month improvement.

At the elementary level, sixth grade scores are improved in Language by two months, Science by four months and Mathematics by one month over last year. Although the Reading score is the same as the previous year, student performance is above the national average.

Third graders obtained median scores that range from three months above the national average in Mathematics and Reading to seven months above the national average in Science. Although the third grade results for the current school year indicate that the median score exceeded the national norm in all areas tested, there is a one month decline in the Total Battery score from the previous year.

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District of Columbia Public Schools

Comparative Results and Analysis for the Comprehensive Tests of Basic Skills
Grades 3, 6, 8, 9 and 11

(May 1984 and May 1985)

MEDIAN SCORE

Skill Area Tested	Grade 3			Grade 6			Grade 8			Grade 9			Grade 11		
	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985	Grade Equivalent 1984	Grade Equivalent 1985	Percentile 1985
Reading	4.2	4.1	60	6.9	6.9	53	7.9	7.9	41	8.8	8.7	41	9.6	10.2	32
Mathematics	4.2	4.1	59	7.1	7.2	58	8.6	8.9	52	9.2	9.7	51	9.9	9.9	34
Language	4.3	4.2	59	7.5	7.7	59	8.1	8.2	46	9.1	9.2	46	10.0	10.4	36
TOTAL BATTERY	4.1	4.0	57	7.1	7.2	56	8.1	8.2	43	8.9	9.3	46	9.6	10.1	31
Science	4.6	4.5	66	7.0	7.4	56	--	--	--	8.8	8.7	43	8.6	9.7	31
Social Studies	4.1	4.0	57	7.0	6.2	47	--	--	--	9.3	9.2	47	10.1	10.1	34
Reference Skills	5.0	4.7	70	9.4	8.8	67	--	8.9	52	9.6	9.5	48	10.1	11.1	44
NATIONAL NORM	3.8	3.8	50	6.8	6.8	50	8.8	8.8	50	9.8	9.8	50	11.8	11.8	50

Prepared by
Student Assessment Unit
Division of Quality Assurance
and Management Planning
June 1985

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EDUCATION

Boston University; Boston, Massachusetts
Doctor of Education; Organizational Development, 1978

Harvard University; Cambridge, Massachusetts
Certificate of Advanced Study;
Administration, Planning, and Social Policy, 1975

Fitchburg State College; Fitchburg, Massachusetts
Master of Education; Education Administration, 1971

Virginia State College; Petersburg, Virginia
Bachelor of Science; Chemistry; 1954

Norfolk Division of Virginia State College
Certificate of Completion, 1952

PROFESSIONAL EXPERIENCE

PROJECT COORDINATOR: Department of Adult and Community Education, District of Columbia Public Schools: Developed educational and training proposals; monitored educational programs sponsored by the Dept. of Adult & Community Education; planned and implemented staff development activities, assisted in the development of the State Plan regarding the execution of Adult Education Activities within the state; evaluated the implementation of competency-based adult education and vocational education programs. Collaborated with citizen groups in developing viable adult and community education programs; coordinated with other staff members to ensure proper management of resources and establishing priorities regarding departmental tasks and responsibilities. (April 1983 to present).

GOVERNMENT AUTHORIZED REPRESENTATIVE: Office of Farmworkers and Rural Employment Programs, U.S. Department of Labor; Negotiated, monitored and evaluated job training and vocational education programs established by the U.S. Dept. of Labor's Office of Farmworkers with grantees providing such programs to migrant and seasonal farmworkers; monitored farmworkers' progress toward their individualized educational goals; ensured quality instructional and supportive services to participants enrolled in apprenticeship programs, on-the-job-training placements and in vocational educational courses; monitored living conditions of migrants to ensure that the quality of living was in accordance with U.S. Dept. of Labor standards. (Jan. 1981 to Dec. 1981).

MANPOWER DEVELOPMENT SPECIALIST: Office of Comprehensive Employment Programs, U.S. Department of Labor: Researched and wrote major sections of the U.S. Department of Labor's Comprehensive Employment and Training Act (CETA) regulations which promulgated nation-wide policy and procedures regarding employment and training programs designed to enable economically disadvantaged persons to obtain training and to become employed; responded to inquiries from Congress and the public regarding job training regulatory requirements; served as a resource participant in national and regional training seminars for CETA prime sponsors and Community based organizations (Oct. 1978 to Dec. 1980).

FEDERAL REPRESENTATIVE: Employment and Training Administration, U.S. Department of Labor: Monitored and evaluated the Hartford Connecticut, Comprehensive Employment and Training Act (CETA) program, ensuring that projects and activities were operated in accordance with U.S. Department of Labor regulations; Advised the CETA Administrator and the City Manager on relevant acceptable job training outcomes (Aug. 1977 to Oct. 1978).

Prior to the employment shown above, I served twenty years in the U.S. Army, and retired as a major in 1974. Several of my significant assignment are noted below.

DIRECTOR OF LOGISTICS: Directly responsible to the Post Commander of Kagnew Station, Asmara Ethiopia, U.S. Army: Directed and managed seven officers and 104 personnel, including Ethiopians, in the planning and coordination of installation support, and logistical activities which included: the operation of a commissary store and commissary warehouse facilities; transportation management of all personnel and properties exiting the station; management, planning and operation of a post-level general supply system that supported the continually varying requirements of over 5000 individuals at the isolated military base; maintenance of over 200 primary pieces of equipment including vehicles and generators; property accountability for all government supplies and properties for over 500 government sponsored housing units (Aug. 1970 to Dec. 1972).

DIRECTOR OF INDUSTRIAL RELATIONS AND ACTING INSPECTOR GENERAL: U.S. Army Camp Humphrey, Republic of Korea. Directly responsible to the Post Commander for the management of a staff of more than 50 people in operating a general supply and storage facility (petroleum products, repair parts, and general supplies) ensuring that requisitioning objectives and procedures, location processing, and stock replenishment were adequate to perserve a high combat-readiness in the supply profile of front-line combat units designated to be supported; and, investigated complaints of soldiers, civilians, and Koreans regarding alleged discrimination, mis-treatment or unfair practices encountered within the United States military domain; made final determinations and took necessary actions to ensure the causes of valid complaints were eliminated (Aug. 1973 to July 1974).